



Standards & Assessment UPDATE

From the Standards and Assessment Division

December 4, 2002

Special Education Accommodations/ Modifications Matrix Approved for State Testing Programs

For a number of months, Standards and Assessment Division and Special Education Division staff members at the California Department of Education (CDE) have been working together to develop a document for the field that identifies all the accommodations/modifications approved by the State Board of Education (SBE) for testing special education students and students with 504 plans. The SBE in November approved the Accommodations/Modifications matrix for California statewide assessments. The matrix classifies each accommodation/modification into 1 of 3 categories: (1) testing condition available to students who regularly use it in the classroom, (2) accommodations only available to students if specified in their IEP or 504 plans, (3) modifications only available to students if specified in the IEP or 504 plans.

The accommodations (2) identified will provide a valid score for students on the statewide assessments. Modifications (3) alter the content assessed and therefore valid scores cannot be provided for students assessed with the modifications.

The intent of the matrix is to serve as a resource for county, district, and school personnel responsible for ensuring that special education students have appropriate accommodations/modifications that meet their individual needs and allow them access to all state tests. The matrix is attached and also posted at <http://www.cde.ca.gov/statetests> on the CDE Web site.

Standardized Testing and Reporting Program (STAR)

STAR Reports Updated for 2003 Results

The SBE in November approved the 2003 STAR report package for districts, schools, and parents/guardians. The report formats reflect feedback from focus group meetings with district testing directors. Directors asked that the reports, when possible, include

both California Standards Test (CST) and CAT/6 results to minimize the number of reports received by local administrators. In addition to the STAR Report Package approved by the SBE, a special STAR report for individual teachers is being finalized for consideration by the SBE at its December meeting. A series of teacher and administrators focus group meetings were held by Education Testing Service (ETS), the STAR contractor, to receive input on the content and format for the proposed Report for Teachers.

Five-year Summary of STAR Subgroup Results Completed

A five-year change summary of the Stanford 9 results for ethnic subgroups, from 1998 through 2002, was presented to the SBE at its November meeting. The summary data included ethnic subgroup results in reading and mathematics for each grade level and cohort of students. Key findings related to ethnic subgroups included:

- All ethnic subgroups made significant gains in reading and mathematics, but gains in reading were not as significant as those for mathematics.
- Gains in reading and mathematics in grade 2 through 6 were significantly greater than gains for grade 5 through 11.
- Gains in reading and mathematics were similar for all subgroups following groups of students (cohorts) over time.
- Students who started in a lower grade in 1998 made larger performance gains in both the reading and math when compared to students beginning STAR testing at higher grade levels.

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Summary Data also was provided for three additional subgroups: language fluency, program participation, and parent education.

This five-year summary report is posted at <http://star.cde.ca.gov/>. Districts will be able to use this data to make local comparisons with statewide performance.

SBE Adopts Out-Of-Level Testing Policy for STAR Tests

The SBE in November adopted out-of-level testing guidelines for the STAR tests. Beginning with the spring 2003 test administration, no out-of-level testing will be allowed for students in grades 2 through 4. Out-of-level testing for students in grades 5 through 11 will be limited to no more than two grade levels below the student's enrollment grade. For example, a student in grade 5 may take no lower than grade 3 tests, a student in grade 6 no lower than grade 4. As during previous years, a student may take only one level of the tests. If a student in grade 5 is administered the grade 3 tests, he/she will be required to take all of the CAT/6 and the CSTs for that grade. Students testing out-of-level with the grade 4 or grade 7 tests, must complete the writing assignment corresponding to that grade level. (For students in ungraded classes, the enrollment grade should be calculated by subtracting 5 from the student's age. Using this formula, a student who is 11 years old would be in grade 6 [$11 - 5 = 6$].)

English Learner Accommodations Require Local Board Policy

Districts are reminded that the current Title 5 Regulations require local boards of education to adopt a policy if the district wishes to allow English learners enrolled for less than 12 months to take the STAR tests with accommodations. The SBE is considering policy changes that, if adopted, would allow English learners to use specific accommodations, including extended time on the norm-referenced test, the CAT/6, and the use of glossaries. SBE approval of policies related to accommodations for English learners is expected in December.

California English Language Development Test (CELDT)

Scoring Completed Assessments

For annual testing...

Completed annual assessment documents received by CTB/McGraw-Hill after November 15, 2002 will not be scored by CTB and are being shipped back to the districts at district

expense. Annual assessment documents not scored by CTB should be scored locally, and the results kept on file. Locally scored tests will not be reported on the CDE Web site.

For Initial identification testing...

Initial identification assessments are ongoing, and completed tests for initial identification always should be scored locally and then shipped to CTB/McGraw-Hill for official scoring.

CELDT Reporting Web Site Updated

The CELDT Test Reporting Web site at <http://celdt.cde.ca.gov> has been updated to add Initial identification assessment data from January 2002 through June 30, 2002. The Web site now reflects CELDT results from May 15, 2001 through June 30, 2002. The 2002 annual assessment results are scheduled for posting in February 2003.

Secure Web Site Data May–December 2001

The secure Web site www.eddata.com containing individual student records for CELDT initial identification assessments administered from May 2001 through December 2001 was removed on November 30, 2002 and is no longer available.

Apportionment Reports Due by November 30

Districts, independent charter schools, and county offices of education were required to submit CELDT Certifications of Compliance and the Apportionment Information Report to the CDE by November 30, 2002. CDE is processing the Certifications of Compliance and the Apportionment Information Reports received. The Apportionment Form and instructions are available on the CELDT Web site at <http://www.cde.ca.gov/statetests/celdt/admin.html>.

California High School Proficiency Examination

Administration Dates Scheduled for 2003

The California High School Proficiency Examination (CHSPE) is scheduled to be administered on three dates in 2003: January 11, April 26, and November 15. Registration bulletins are now available on the CDE Web site at www.cde.ca.gov/statetests. Bulletins also are being sent to all high schools and public libraries. The bulletins can be used to register for any of the three dates. The registration deadline for the January 11 test is December 16, 2002. Questions should be directed to Sacramento County Office of Education, the CHSPE contractor, at 916-228-2484.

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Physical Fitness Testing

Local Preparation Begins for Spring 2003 Administration

The preparation manual for spring 2003 testing and reporting has been mailed to county and district superintendents and charter school administrators and can be found on the CDE physical fitness testing Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>. It is the responsibility of the district physical fitness test coordinator to determine the test administration and data reporting process for all of the schools in the district. The coordinator should contact school principals and physical education department chairs now so they can start preparing for test administration in the spring.

What's New for 2003

- Section 60800 of the Education Code has been amended to **allow February to be added** to the March, April and May testing window for the physical fitness test.
- Recent legislation requires districts/schools to provide individual results to all students after they complete the physical fitness test.
- Charter schools maintaining grades 5, 7 and 9 must administer the physical fitness test, according to Education Code Section 47605(c)(i). The Section states: "Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools."

Questions about physical fitness testing should be directed to the Standards and Assessment Division at (916) 445-8420 (telephone), (916) 319-0967 (fax), or star@cde.ca.gov (e-mail). Updates are posted on the CDE physical fitness testing Web site at <http://www.cde.c.gov/statetests/pe/pe.html>.

Multi-year GED Study Needs More California Participation in 2003

The GED 2002 Equating Study in the United States was a great success due to the number of districts, schools, and students that participated, according to the GED Testing Service (GEDTS). The Equating Study is designed to set the passing score on the tests. As this five-year study moves forward, however, more schools with specific demographics will be needed to mirror the diversity of schools in the United States.

GEDTS will be recruiting a number of high schools from California, and any school contacted to be a part of this important equating effort is encouraged to participate. It is extremely important that California be represented in the study, since GED preparation is a major component of many California adult schools.

Participation requires testing a minimum of 35 graduating seniors during two testing sessions, ranging from 75 to 130 minutes each. The school may schedule the test administration any time between March 3 and May 16, 2003. In return for student and staff time, the participating school will be provided with a \$1000 honorarium upon return receipt of completed test materials.

For More Information...

For more information about state assessments contact the Standards and Assessment Division of the California Department of Education at (916) 445-9441 (phone), at (916) 319-0968 (fax), at STAR@vde.ca.gov (e-mail), CAHSEE@cde.ca.gov (e-mail), CELDT@cde.ca.gov (e-mail), or at www.cde.ca.gov (Internet).